

PERSONAL EXPLANATION

HON. ROBERT E. WISE, JR.

OF WEST VIRGINIA

IN THE HOUSE OF REPRESENTATIVES

Thursday, May 18, 2000

Mr. WISE. Mr. Speaker, on rollcall No. 193, I was meeting with constituents and did not realize a vote was taking place. Had I been present, I would have voted "no."

CONGRATULATING ROBERT STINE
UPON HIS RETIREMENT

HON. C.W. BILL YOUNG

OF FLORIDA

IN THE HOUSE OF REPRESENTATIVES

Thursday, May 18, 2000

Mr. YOUNG of Florida. Mr. Speaker, today I wish to recognize Mr. Robert Stine, as he plans for his retirement from the Prince William County School System and Woodbridge Middle School. Mr. Stine has devoted 35 years of his life to the field of education. For the past 17 years he has been the principal of Woodbridge Middle School in Woodbridge, Virginia.

Mr. Stine was born in 1944 in Meadville, Pennsylvania. It was at an early stage of life that Principal Robert Stine first distinguished his extraordinary leadership skills. During his youth, he was actively involved in school organizations and rose to serve as President of both the Key Club and the Letterman's Club. He also excelled in several high school sports serving as the captain of the baseball and basketball teams.

Following this impressive High School career, Mr. Stine went on to Alliance College where he received his Bachelor's degree in biology in 1966. Five years later he obtained his Masters Degree in Guidance and Counseling from the prestigious University of Virginia.

In August of 1970, Mr. Stine began his career in the Prince William County School System. Starting out as a high school guidance counselor and J.V. basketball coach, he quickly moved up the administrative ladder. Mr. Stine took the position of Assistant Principal in 1974. Two years later he became the Principal of Stonewall Jackson Middle School, and later of Godwin Middle School, before accepting his current position as Principal of Woodbridge Middle. For almost two decades he has tirelessly devoted his time and efforts to serving the students, teachers and parents of the Woodbridge community.

During his years at Woodbridge Middle School, he and the school have been recognized throughout the state of Virginia for the new and innovative programs the middle school has initiated for its students. The school was one of the first to utilize the proactive disciplinary technique P.A.T.S., which teaches the concepts of rights, responsibilities, behaviors, and consequences to students who attend the school. Under the direction of Mr. Stine, Woodbridge Middle was the first school in Prince William County and one of the few middle schools in the entire state to adopt a school uniform policy. Another important plan developed during Mr. Stine's admin-

istration was the school's advisory program. This program, which promotes successful teaming exercises and fairness among all students, has earned national recognition and was featured at a national Middle School Conference several years ago.

Mr. Stine was also instrumental in the institution's receipt of numerous awards of excellence, including recognition by the State Department of Education as a Vanguard School. This prestigious designation recognizes Woodbridge Middle as one of the 25 finest learning institutions in the State. Woodbridge Middle School is also a V-Quest School, a distinction given to schools that use creative math and science curricula.

With the guidance and direction of Mr. Robert Stine, Woodbridge Middle School has become an outstanding place for adolescents to learn and grow. The teachers are dedicated to the academic, social and athletic development of each student. Parent and community involvement is encouraged in every aspect of the school's operation, and every student is appreciated for their unique background, abilities and talents. Today, I rise to honor Mr. Stine not only as a member of the House of Representatives, but as a proud father who has watched his three sons mature, develop and become better students and people while attending Mr. Stine's school. For that I am very thankful. We will miss him greatly and wish him the best as he moves on to new challenges in the next exciting chapter of his life.

NATIVE HAWAIIAN HOUSING

HON. NEIL ABERCROMBIE

OF HAWAII

IN THE HOUSE OF REPRESENTATIVES

Thursday, May 18, 2000

Mr. ABERCROMBIE. Mr. Speaker, I express my support for the inclusion of the Hawaiian Homelands Homeownership Act, in the American Homeownership and Economic Opportunity Act, H.R. 1776. I appreciate the leadership of Representative RICK LAZIO on this bill. The Native Hawaiian housing provisions that were a part of the manager's amendment are similar to legislation that I introduced in the 105th Congress. I am hopeful that we can continue to work together to assure these important initiatives are signed by President Clinton this year.

The purpose of the Hawaiian Homelands Homeownership Act is to allow access to federal housing assistance programs to Native Hawaiians who are eligible to reside on Hawaiian Home Lands but do not qualify for private mortgage loans.

Although Federal housing assistance programs in Hawaii have been administered on a racially neutral basis, Native Hawaiians continue to have the greatest unmet need for housing and the highest rates of overcrowding in the United States. Forty-nine percent of Native Hawaiians experience housing problems as compared to 44 percent for American Indian and Alaska Native households and 27 percent for all other households in the United States.

These troubling statistics are not recent news. In 1920, Congress enacted the Hawai-

ian Homes Commission Act to address Congressional findings that Native Hawaiians were a landless and distressed population. Under the Act, approximately 200,000 acres of public land that had been ceded to the United States in what was then the Territory of Hawaii would be set aside for the native people of Hawaii.

When Hawaii was admitted into the Union of States in 1959, title to the 200,000 acres of land was transferred to the State of Hawaii with the requirement that the lands be held in public trust for the betterment of the conditions of Native Hawaiians. The Hawaii Admissions Act also required that the Hawaii State Constitution provide for the assumption of a trust responsibility for the lands. The lands are now administered by a State agency, the Department of Hawaiian Home Lands.

The Hawaiian Homes Commission Act authorized general leases of land set aside under the Act. Congress anticipated that revenues derived from general leases would be sufficient to develop the necessary infrastructure and housing on the home lands. However, general lease revenue has not proven sufficient to address infrastructure and housing needs. There are approximately 60,000 Native Hawaiians who are eligible to lease and reside on the home lands. However, due to the lack of resources to develop infrastructure (roads, access to water and sewer and electricity), hundreds of Native Hawaiians have been put on a waiting list and died before receiving an assignment of home lands.

In 1995, the Department of Hawaiian Home Lands published a Beneficiary Needs Study as a result of research conducted by an independent research group. This study found that among the Native Hawaiian population, the needs of those eligible to reside on the Hawaiian home lands are the most severe—with 95 percent of home lands applicants (16,000) in need of housing. Additionally, one-half of those applicant households face overcrowding and one-third pay more than 30 percent of their income for shelter.

The Hawaiian Homelands Homeownership Act will help move Hawaiians into their own homes. People have spent decades on the Hawaiian waiting list. One of the obstacles that has kept people from getting homesteads has been their inability to qualify for home lands. Once this bill becomes law, they'll have access to the loans they need to attain the dream of homeownership.

HOOSIERS SPEAK OUT ON
EDUCATION

HON. DAVID M. MCINTOSH

OF INDIANA

IN THE HOUSE OF REPRESENTATIVES

Thursday, May 18, 2000

Mr. MCINTOSH. Mr. Speaker, over the past few months I have heard a great deal about education reform from my constituents. The correspondence I received is so insightful that I want to share some of these thoughts and ideas with my colleagues in the House of Representatives.

Pamela Rolfs, a research administrator at Ball State University in my home town of Muncie, Indiana wrote, "In talking with K-12 teachers I find that most of them feel that two of